Vision statement: To provide exceptional educational experiences for every child, every day

Through our core values of: PRIDE, RESPECT and KINDNESS

Mulberry Academy Woodside School Improvement Plan 2025 – 2026

Whole school targets

1. **Achievement:**

	Y11 2025/26	2025/26 T1	2025/26 T2	2025/26 T3	2025 T2b
	WIG	**WIG**	**WIG**	**WIG**	**(Y11 Pred + 10%) Target**
A8	55	46.4	49.1	51.9	54.6
En/Ma 4+	80%	68.3%	72.3%	76.3%	80.3%
En/Ma 5+	60%	51.0%	54.0%	57.0%	59.4%
9 to 7	30%	25.5%	27.0%	28.5%	29.0%
APS	4.96	4.22	4.46	4.71	4.96

2. **Attainment gap for disadvantaged and SEND is narrower than pupils nationally**
3. **Attendance and punctuality:** 95% attendance
4. **Classroom practice:** All teaching is secure and demonstrates consistently the Woodside pillars, leading to the progress of all learners, mastery at 30%
5. **Exclusion:** Permanent exclusion 0, FTS reduction by 10%
6. **Recruitment:** Year 7 at pan
7. **Destinations:** 100% progression to secure destinations; 30% at selective colleges; 80% doing A level or level 3 equivalent

8. **Enrichment:** Every child has a range of engaging opportunity; the most vulnerable are overrepresented and that children over time increasingly report a sense of belonging. Students satisfaction routinely at 90% or above on key satisfaction and safety indicators.
9. **SEF judgement:** Self-evaluation 'Strong in all areas'
10. **Staff development and wellbeing:** High staff morale and low staff absence; all staff engage in professional development and learning opportunities. Staff surveys routinely at 90% or above on key staff satisfaction surveys, staff retention in line with 2024-25
11. **Governance:** Effective and impactful challenge and support through outstanding governance at school and Trust level

Current context

Data from 2024-25:

- There are currently 1159 students in school with full EHCP 43
- There are also students 172 who are K coded
- There have been 0 permanent exclusions last year and none in the year to date

SIP Priorities for 2025-2026

1. All learners have exceptional outcomes with particular focus on HAP and SEND.
2. Curriculum and assessment is designed to ensure no child is left behind and is able to access the next stage of their learning.
3. Consistent classroom experience where all learners can excel.
4. A shared culture of positive behaviour is demonstrated consistently every child, every day.
5. Students are prepared to be global, resilient citizens who have a sense of belonging to the school and wider community.

![Mulberry Academy Woodside logo]

*SIT (School Inspection Toolkit) OFSTED Guidance

1. All learners have exceptional outcomes with particular focus on HAP and SEND.

Objective	Success criteria	Actions	Resource Lead	Evaluation/Notes
To increase overall average attainment of all students in Year 11	● Students achieve an ambitious attainment 8 score of 55. ● Assessment points: November and February - Attainment tracked against milestone WIGs ● Observable practice of lessons- pupils demonstrate detailed knowledge and skills across the curriculum as evident in work and progress ● Intervention quality in line with lessons (attendance, adaptations, progress of learners) ● Attendance and punctuality at an average of 94-95% with current of 93.35% ● Attainment 8 of Black Caribbean pupils is above school average and Haringey borough average ● Attainment 8 of the school's disadvantaged pupils and those of all non-disadvantaged pupils is narrower than the difference between attainment rates of all	● Analysis of 2024-25 summer results and impacts of interventions to inform practice for the year ahead. ● Scheduled data analysis meetings after each data collection with HoD to identify and monitor next steps. Including analysis of Y10 T3 mocks ● Weekly Maths and English (basics) meetings to examine cross over students and decide specific strategies for students ● Y11 lesson drop-ins are a standing item for SLT meetings and actions for line management followed up ● All departments have a SDP with a specific target area to have a 10% increase on previous years results - this should include specific actions in response to historic patterns in papers and identify students and specific strategies for identified students in each subject area ● 'Focus 5' identified in each Y11 class across subjects - first books marked, frequent phone calls,	HAS, HoDs HoDs JCU, LYO, RPR, SHA, HAS SLT, Y11 team HoDs	*OFSTED SIT (Achievement, pg. 9) pupils' attainment in national tests is above national averages.* *OFSTED SIT (Achievement, pg. 9) the attainment rate of the school's disadvantaged pupils and those of all non-disadvantaged pupils is narrower than the difference between attainment rates of all disadvantaged pupils and those of non-disadvantaged pupils nationally.*

1. All learners have exceptional outcomes with particular focus on HAP and SEND.				
Objective	Success criteria	Actions	Resource Lead	Evaluation/Notes
	disadvantaged pupils and those of non-disadvantaged pupils nationally.	monitoring HW, attendance and progress ● Interventions are selected which make the most impact, based on 2025 results (removal groups; science tutor group, walking talking mocks; K30) ● Following data deadlines there is a rigorous process of checking predictions based on the gap between predictions and actual from 2024 and using this to sense check predictions. Including HOD individual meetings. ● Use of Pupil Progress reports so students have specific feedback on areas to improve ● Protected revision space where targeted students are supported to attend ● Uploading revision resources directly to the school website for KS3/KS4 ● Attendance and punctuality of all students. Work with parents and carers of those students that are persistently absent or persistently	All Y11 teachers LDA, HAS SLT, HoDs HAS SWR	

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1. All learners have exceptional outcomes with particular focus on HAP and SEND.				
Objective	**Success criteria**	**Actions**	**Resource Lead**	**Evaluation/Notes**
		unpunctual. Workshops/meetings, with support from the LA and outside agencies in understanding the barriers that are impacting their son/daughter's attendance and supporting them to overcome these. ● Ensuring all students on roll are in the appropriate internal and external provision for success ● Additional parental meetings and training sessions booked in to support parents and to intervene with key students ● Meetings in July with students of Black Caribbean heritage and parents to identify the specific support they require for success ● Identify priority groups that require a greater entitlement to intervention programmes ● Key students identified in seating plans and as part of teachers 'Focus Five' - first books marked, regular phone calls home etc. ● BTEC PSAs are completed to an internal deadline to ensure appropriate internal moderation.	SWR COL COL, LSA LDA, GWH SLT, Y11 Team	*OFSTED SIT (Inclusion, pg. 20)* *Leaders make sure that any use of alternative provision is suitable, safe and in the best interests of pupils.* *OFSTED SIT (Developing Teaching, pg. 8)* *Teachers use targeted interventions effectively, in conjunction with high quality teaching, for pupils who need additional support.*

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1. All learners have exceptional outcomes with particular focus on HAP and SEND.

Objective	Success criteria	Actions	Resource Lead	Evaluation/Notes
		Drop-down days are scheduled to support submissions. ● A high proportion of the GCSE cohort enrolled in Religious Studies. Series of RS masterclass sessions in the Hub and tutor time resources shared to support learning.	LDA, HAS All Y11 teachers LDA RMC	
To increase average attainment of SEND students in Year 11	● SEND E students achieve in line with their targets and are prepared to access the next stage in education ● SEND K students attainment is in line with peers ● Pupils with SEND achieve well from their starting points and, where relevant, against their individual targets	● Y11 lesson drop-ins are a standing item for SLT meetings and actions for line management followed up. Specific focus on SEND ● Underachieving SEND K students given greater entitlement to interventions e.g. higher proportion of SEND pupils in Key30 than 2024-25 cohort ● Key consideration of SEND students in adaptive planning	SLT, Y11 Team JRE, LSA JRE, LSA	*OFSTED SIT (Achievement, pg. 10) - those (pupils) with SEND achieve strongly across the curriculum.* *OFSTED SIT (Developing Teaching pg.6) Staff draw on the advice of specialists, including the special educational needs*

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1. All learners have exceptional outcomes with particular focus on HAP and SEND.

Objective	Success criteria	Actions	Resource Lead	Evaluation/Notes
	● Disadvantaged pupils and those with SEND achieve strongly across the curriculum, and their achievement is sustained over time ● Classroom practice is suitably ambitious for all pupils with SEND ● Leaders quickly and accurately identify pupils who face barriers to their learning or well-being that might make them vulnerable	● Implementation of the SEND pledge across the school and wider experience of students ● Staff training on how to support SEND K students in the classroom - enhance QF teaching, in class literacy instruction and SEND 5-a-day ● CPD sessions delivered on how best to support SEND students	JRE, LSA JRE, SHA, JCU JCU, SHA	*coordinator, to improve their teaching. This includes identifying the right resources or activities to support accessibility.* **OFSTED SIT (Developing Teaching pg.8) Teachers have the expertise and knowledge to make well-judged adaptations to overcome barriers to learning for pupils, particularly those with SEND. Any adaptations do not lower expectations for pupils or limit their access to the curriculum unnecessarily.*
To increase % of students achieving grades 9-7	● 30% of grades are 7-9	● Y11 lesson drop-ins are a standing item for SLT meetings and actions for line management followed up. Specific focus on HAPs. ● Challenge embedded into Pupil Pillars/Habits	SLT, Y11 team QofE, JUN	**OFSTED SIT (Achievement, pg. 9) pupils' attainment in national tests is above national averages.*

1. All learners have exceptional outcomes with particular focus on HAP and SEND.				
Objective	Success criteria	Actions	Resource Lead	Evaluation/Notes
		• CPD delivered on embedding challenge in the classroom and setting high expectations • Appointment of HAPs co-ordinator working on: increasing the number of submissions to pupils first choice destinations; creation of a HAPs register to ensure identified pupils engage in clubs, workshops and trips to raise ambitions. • LAET/Chrysalis East interventions - Further Maths support, L7+ intervention groups in English, Maths & Science • Targeted walking talking mocks and masterclasses with subject experts • Pupil progress meetings with students and parents of HAP students where progress is not in line with expectations • Bespoke reward/experiences for students to achieve key work	HAS, JUN JUN JUN JUN JUN, SLT	
Support development in subject areas (Science, Maths, Religious Studies, Geography, MFL)	• Students achieve ambitious average point score in line with WIGs	• Identify specific area of development for each department • Y11 rapid improvement plans in place to address key areas of underperformance with milestones	SLT SLT, HoDs	*OFSTED SIT (Curriculum, pg. 4) Subject/area curriculums are well designed to build pupils' knowledge and

1. All learners have exceptional outcomes with particular focus on HAP and SEND.

Objective	Success criteria	Actions	Resource Lead	Evaluation/Notes
	- Assessment points: November and February - Attainment tracked against milestone WIGs - Key departments have a residual of zero or above	in place in accordance with WIGS - Improvement plans monitored by SLT links with HoDs more consistently held to account - Regular formative assessment to check progress frequently with appropriate and focussed intervention to follow - SLT links support HoDs of Science, Maths, Religious Studies, Geography, MFL on subject development plans that focus on improving classroom practice in line with the academy teaching & learning pillars/five key 'habits'.	SLT, HoDs All teachers	*skills sequentially and cumulatively.*
Attendance is above national average.	Attendance is sustained above 95% with a reduction in students that are PA.	- Attendance is tracked, monitored to enable early intervention. - Staff are clear on their roles in improving attendance across the school. - Staff focus on students with attendance between 90-95% to move forward the whole school average attendance. Tutors given time to make phone calls e.g. in assembly, trapped time in year meetings	COL, AMU COL, AMU COL, AMU	**OFSTED SIT (Attendance, pg. 15) Leaders' steps to identify and tackle barriers result in sustained high attendance or rapid and notable improvement, both overall and for individuals and groups.* *All staff have a high-profile role in promoting*

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1. All learners have exceptional outcomes with particular focus on HAP and SEND.				
Objective	Success criteria	Actions	Resource Lead	Evaluation/Notes
		• Increase number of academic mentors where attendance is an issue and make attendance a high profile question • Incentives for improved attendance; reward, certificate and trip • Flow charts are in place for attendance at every level. • Staff has agreed strategies for attendance gaps e.g. check in with students when they return, make calls themselves; check in when students return and make work available eg set on Teams • For students with attendance that is low, monitor what lessons they are routinely missing. Share this information with Year 11 team and work with HODs	COL LDA COL, HoYs Q of E team and HODs AMU	*attendance. Training and support underpin their supportive but challenging conversations with pupils and families where attendance needs to improve.*

2. Curriculum and assessment is designed to ensure no child is left behind and is able to access the next stage of their learning.				
Objective	**Success Criteria**	**Actions**	**Resource/Lead**	**Evaluation/Notes**

The curriculum is planned and sequenced effectively to support all children's progression	● Subject and external review processes demonstrate that curriculum planning is adapted, scaffolded and tailored to all student needs ensuring 100% active participation
	● Learning walks and book looks demonstrate that curriculum planning shows explicit teaching of reading, writing and vocabulary
	● The curriculum is coherently sequenced to meet all students' needs, starting points and aspirations for the future
	● Curriculum plans have explicitly identified where lessons can be scaffolded to support student accessing challenge and extending beyond if they can access the main delivered curriculum (e.g. for SEND and HAPs)
	● Medium term plans indicate provision for our key areas of
		● Curriculum Development Trackers (CDT) created for all subjects collating key information including:
		  ○ *Intent*
		  ○ *Unit overview*
		  ○ *Knowledge + Skills*
		  ○ *Delegation Workflow*
		  ○ *Vocabulary*
		  ○ *Calendar/LTP*
		CDT reviewed in line-management
		● Audit of curriculum reviewed internally by SLT and externally using the Trust & HEP. Measuring in line with KS2 and KS5 curriculums.
		● Curriculum areas identify what students are reading and that this of a high level, that vocabulary is built up overtime
		● <mark>Subject review process occurs half termly with enquiry questions generated by SLT team in response to held data such as results, progress teaching data and internal assessments.</mark>
			SWR, HAS, HoDs
			
			HoDs
			
			HoDs
			
			SLT, HAS
				OFSTED SIT (Curriculum, pg. 4) "The curriculum is expertly designed at each stage to enable pupils to develop secure, deep and fluent knowledge. This paves the way for future learning."
				
				OFSTED SIT (Curriculum, pg. 4) "The school has an expertly designed curriculum which develops pupils' reading and writing through high-quality texts and increasingly broad

2. Curriculum and assessment is designed to ensure no child is left behind and is able to access the next stage of their learning.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
	lesson focus as set out in the pillars and habits	• Centralised line management folder with agendas and shared documents • Regular SLT time for curriculum updates linked to actions for SLT to go through in LM meeting • Standing item on line management focused on curriculum vision- linked to SDP • Provide CPD opportunities for HoDs internally and externally on leadership, teaching challenge and subject specific CPD • Approaches to reading that incorporate specific oracy strategies to ensure all reading abilities are adapted for reading, embedding 'Turn and Talk' across all subjects. • Consistent approach to department agendas and meetings with emphasis on co-planning and subject specific CPD.	HAS SLT SLT SWR SWR HAS	*vocabulary across all subjects"* *OFSTED SIT (Curriculum, pg. 4) Subject/area curriculums are well designed to build pupils' knowledge and skills sequentially and cumulatively.* *The curriculum extends pupils' language and vocabulary, both in spoken and written form, and increases their reading competency across all subjects.*
Summative and formative assessment methods	• KS3/KS4 assessments are reviewed by external SIP review	• Establish an assessment working party to review KS3 assessments	HAS, ADA, LDA	*OFSTED SIT (Achievement, pg.*

2.	Curriculum and assessment is designed to ensure no child is left behind and is able to access the next stage of their learning.			
Objective	**Success Criteria**	**Actions**	**Resource/Lead**	**Evaluation/Notes**
provide meaningful data that informs instruction and supports student progress	and found to be robust, valid, and reliable. Outcomes at KS3 are in line with historical patterns in KS4 subject to moderation. ● KS3/4 progress data is quality assured and reported on time using Pupil Progress ● Data trends identified in KS3 are in line with KS4 trends ● The 'Four Pillars' of assessment (*purpose, validity, reliability & value*) are used to support assessment planning including increased emphasis on synopticity ● Increased engagement with parents regarding assessment reflected in surveys with 90%+ of parents stating 'the school makes me aware of what my child will learn this year'. ● GCSE predictions are accurate within the relative context of the student, class or group and outliers are deconstructed so	against the 'Four Pillars' of assessment - purpose, validity, reliability & value. Increased focus on spiralised assessment model ● Assessment Working Party used to quality assure assessments across subjects ● Analyse KS3 patterns against KS4 historic data in each KS3 report (Governors) ● Review how departments standardise and moderate KS3 data and assessment. Reviewed and validated by external SIP partners. ● HoDs attend subject network meetings across the trust and engage with HEP partnership. ● Providing increased opportunities for examiner training across departments ● At data collection points throughout the year use HODS meetings to evaluate data, review SPD and create a specific list of actions	HAS, LDA, ADA HAS ARA HoDs ARA HAS	*9) "pupils' attainment in national tests is above national averages."* **OFSTED SIT (Developing Teaching pg.7) Teachers are expert at checking pupils' understanding and adapting their teaching, in the moment, to meet pupils' needs.*

2. Curriculum and assessment is designed to ensure no child is left behind and is able to access the next stage of their learning.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
	that tangible actions are in place to improve accuracy ● Summative assessment feedback is timely and supports students to make expected progress in all year groups ● Pastoral leads have an active role in ensuring the progress and attainment of their year group including targeted parent meetings, celebrating progress/attainment in assemblies, checking pupils access to online resources, arranging trips/workshops all to build a culture of academic excellence. ● Assessments identify where SEND and disadvantaged pupils are underperforming to inform interventions and support progress as measured at the next assessment/overtime ● Summative Assessments inform possible SEND referrals and interventions	which are then reported and actioned through department time ● All teachers regularly use the class and student reports (Pupil Progress) to give high quality, developmental feedback which is observable through book looks ● Pastoral team to effectively analyse attainment and progress data to inform meetings with parents and interventions ● Pastoral team to conduct student specific learning walks to review lesson adaptations from teachers. Cross reference against learning passports and share best practice. ● Scheduled HoD/HoY crossover meetings after assessment points to analyse students progress and attainment at KS3/KS4. Careful consideration of outliers and subsequent referrals for SEND/wellbeing provision. ● Topic lists are shared with students/parents of all year groups before summative assessments.	All teachers HoYs, COL, AKR HoYs, COL, AKR HAS SWR	

	2. Curriculum and assessment is designed to ensure no child is left behind and is able to access the next stage of their learning.			
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
		Including revised topic lists for SEND students ● Study Skills sessions in all subjects are delivered before each summative assessment. Including TAs delivering small group sessions on how to revise ● Student reflections are completed in pupil journals during tutorial after each summative assessment ● Staff update/annotate teacher files following assessment points	SWR SWR SHA	
Extended curriculum provided is of the highest quality and is increasingly accessed by students	● Increase in homework completion rates. Higher % of students completing Tassomai and Sparx maths. ● The quality of homework set shows significant improvement (embeds or pre-teaches the sequenced curriculum, promote independent learning strategies, and offer opportunities for practice and application of knowledge)	● Homework is being set by all subjects, routinely, proportionate for year group and logged on ClassCharts ● Clear implementation plan for frequency, quality and engagement in homework created and updated ● Use of monitoring to celebrate excellence in student's independent learning (homework) ● Systems in place to monitor attendance and quality of electives	SWR, HoDs SWR SWR GWH	*OFSTED SIT (Curriculum, pg. 5) "The curriculum is an entitlement for every pupil."*

2. Curriculum and assessment is designed to ensure no child is left behind and is able to access the next stage of their learning.				
Objective	**Success Criteria**	**Actions**	**Resource/Lead**	**Evaluation/Notes**
	● Term on term reduction in conduct points for not completing homework ● The elective curriculum has excellent attendance -in line with school attendance and student satisfaction survey	which includes trips and external guest speakers ● Use of monitoring to identify and address lack of engagement with independent learning (homework) ● Curriculum Development Trackers include when homework is being set ● Create systems for monitoring the setting of homework as per homework policy. Homework setting monitoring spreadsheet accessible for HoDs. ● Create a culture of accountability for setting of homework through clear weekly monitoring and accountability processes ● Staffed homework and revision space to 5.30pm Monday-Thursday ● Quality assurance of homework through LM meeting with SLT link and HoD checking procedure and student voice ● Parental engagement: monitoring that all parents have class charts; parent info sessions, homework as	SWR SWR, HoDs SWR SWR, HoYs, HoDs TAs SLT SWR	

2. Curriculum and assessment is designed to ensure no child is left behind and is able to access the next stage of their learning.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
		a discussion point at parent sessions		

3. Consistent classroom experience where all learners can excel.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
Every lesson is rooted in academic excellence	● Monitoring processes demonstrate at least secure teaching for all staff and a target of increasingly strong (mastery) practice for 22/70 teachers (30%) ● Progress Teaching learning walk feedback indicates that every teacher is implementing Woodside Way focus pillars ● Progress Teaching shows the school is secure and an average score of 2.3 across all teachers. ● Progress Teaching shows 95% of teaching is at least secure.	School CPD will be designed to equip teachers with a toolkit of habits to ensure active participation for all learners including: ● Five Key 'Habits' - Do Now, Mini-Whiteboards, Turn & Talk, You Do & adaptive lesson planning to embed challenge for all ● CPD calendar outlining teaching & learning priorities for the year ahead with a specific focus on the Five Key Habits. ● Triangulation of learning walk, book look, student voice and behaviour data to signpost areas of excellence and pinpoint where	HAS, SWR QofE HAS SWR HAS, ARA	*OFSTED SIT (Developing Teaching, pg. 6) Leaders have a nuanced understanding of the quality of teaching across subjects, phases and year groups. Focused actions, with clear milestones and desired outcomes, drive continuous improvements in

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3. Consistent classroom experience where all learners can excel.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
	● Clarity of Instruction, Climate for Learning, Curriculum Thinking & Making Knowledge Stick pillars average secure to mastery scores in Progress Teaching ● Instructional coaching has tangible impact on teaching resulting in increased scores on Progress Teaching and increased staff retention ● Student voice - focus groups and student surveys demonstrate the Woodside Way is experienced by all learners in all classrooms.	development and support needs to be targeted ● Whole class feedback is routinely used across all subjects and teachers now 'close the feedback loop' to check pupils' green pen responses. ● SLT weekly drop-ins across Year 11 lessons to quality assure the classroom experience including pupils application of learning in exercise books and completion of homework ● Quality and frequency of book feedback to become a regular item within HoDs agenda and dept agendas including book looks in HoD and SLT meetings ● Student Surveys are routinely deployed to collect feedback from all students on the effectiveness of their classroom experience. ● Instructional Coaches make a contribution to teaching and learning communities and observations with a focus on the 5	SLT, Y11 team SWR COL SWR	*the quality of teaching.* *Leaders have developed a highly effective professional learning culture, in which staff take responsibility for their professional learning and are keen to continually improve their expertise, drawing on the practice of others and on high-quality research evidence.*

3. Consistent classroom experience where all learners can excel.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
		Key Habits - Do Now, Mini-Whiteboards, Turn & Talk, You Do & adaptive lesson planning to embed challenge for all ● Restructure the coaching programme to ensure all '*concern*' teachers are paired first followed by *secure* teachers. *Mastery* teachers who are not already engaged with teacher development, IE coaching, to undergo leadership development training. ● Re-introduction of action research in Teaching & Learning Communities focused on the four pillars for learning. ● Implement behaviour coaching programme based on Climate for Learning pillar ● Bespoke induction programme which is monitored to ensure retention of staff and that staff teaching practices are aligned with the Woodside Way	SWR SWR SWR, AKR SWR QofE	*Teachers check pupils' understanding systematically, identifying and remedying any gaps or misconceptions. They give effective feedback that supports pupils to improve.* *OFSTED SIT (Developing Teaching, pg. 7) Leaders engage with initial teacher training, the early career framework and national professional qualifications to*

3. Consistent classroom experience where all learners can excel.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
		● Filming best practice of the habits across departments and sharing to wider staff cohort in CPD ● Careful consideration of classroom displays - pillars for learning and pupil pillars ● ECT programme aligns with the wider school focus on pillars for learning. An increase in lesson drop-ins to ensure this is implemented.	LSA, HAS JJT, ARA	*provide a coherent development pathway for all staff.*
All teachers have the highest expectations of pupils embodying the Pupil Pillars and celebrate these behaviours	● Students demonstrate independence in their learning and study which is observable in improved attitude to learning scores and Pupil Progress data. ● Students have a secure understanding of the pupils pillars and embody these scholarly behaviours ● Students and staff voice cites positive learner behaviours in lessons	● All departments follow the feedback policy and this is evident in book look and feedback reviews. Teach study skills so students can evaluate their learning processes and outcomes, and set ambitious personal goals.This can be observed through: ➢ *Expectations that all students reflect on the book feedback they receive and set personal targets for improvement.*	HoDs, SWR SWR, HoDs	

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3. Consistent classroom experience where all learners can excel.				
Objective	**Success Criteria**	**Actions**	**Resource/Lead**	**Evaluation/Notes**
	• Term on term reduction in conduct points for lack of equipment • Climate for learning improves from 2.3 to 2.5 in Progress Teaching by the end of the academic year	➢ *Use of student reports constructed on Pupil Progress* ➢ *Exam and assessment wrappers* ➢ *Peer Feedback: Incorporate structured peer feedback sessions where students can evaluate each other's learning strategies* ➢ *Teaching students independent study skills through the Study smarter, Not Harder form time programme* ➢ *Tracking Progress: Use data from formative and summative assessments to track individual and group progress over time.* • Continuing professional development for staff linked to pupil pillars and explicitly teaching and recognising them • Use of students' rewards to support pupils pillars • Streamlining the pupil pillars in line with changes to pillars of learning (teachers)/Woodside Way	SWR, JCU JCU, COL JCU JCU	

3. Consistent classroom experience where all learners can excel.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
		• Rework attitude to learning scores (ATL) on school reports to 'scholarship grades' • Relationships with parents and carers of particular groups are strong and a collaborative approach is taken to engaging students in their learning. • Bespoke behaviour coaching programme launched to support teachers in creating a positive and nourishing climate for learning	HoYs/SLT AKR/SWR	

4. A shared culture of positive behaviour is demonstrated consistently every child, every day.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
All staff employ the behaviour policy consistently, fairly and in line with the Anchor approach.	• Observation data indicates a strong climate for learning across the curriculum.	• Visible, visual representation of the behaviour system shared with all staff. • Information on all pupils analysed by the behaviour lead and presented to SLT with patterns for subjects, students and teachers and presentation on	AKR AKR, Behaviour Team	*OFSTED SIT (Behaviour and Attitudes, pg. 12) Leaders establish high expectations

		4. A shared culture of positive behaviour is demonstrated consistently every child, every day.		
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
	• Incidents of low-level disruption decrease over time as shown by a reduction of removals from lesson over time. This is evident in all lessons including cover lessons. • Staff, pupils, and parents report increased confidence in the fairness and clarity of behaviour management. • The Anchor approach is evident in daily interactions and restorative practices.	actions, this is compared to previous term and identifying improvements and next steps. • Provide regular training on the behaviour policy and Anchor approach, including during staff induction and conduct refresher workshops each term to reinforce consistency. • Where the objective is not being met staff are referred onto the behaviour coaching programme. Behaviour coaches appointed, trained and tracked. • Calendar regular learning walks and identify support through specialist behaviour coaching where needed. • Use observation checklists aligned with the Anchor approach to assess consistency. • Support staff that cover, with clear expectations and resources to minimise learning disruption. • Follow up with pupils through restorative or reflective conversations when issues arise.	AKR, HAS AKR, HAS, SWR HAS AKR AKR Behaviour Team	*for all pupils' behaviour and attitudes to learning, including through the behaviour policy.*

| The school's shared values are embedded across the curriculum and wider school life and are consistently reinforced. There are no differences in relation to SEND or disadvantaged. | ● Pupils demonstrate the values of Woodside when they move, when they interact inside and outside of school.

● Pupils are able to articulate the school values and reflect on their own progress.

● Learning walks show 100% of tutor groups engage in structured discussions and tutor group activities to define and reflect on shared values.

● Behaviour incidents related to respect, environment, or responsibility decrease by a targeted percentage (e.g. 15%) over the academic year.

● Pupil ambassadors and peer mentors are involved in promoting and modelling positive behaviours.

● Termly review with pupils and staff ensures expectations remain relevant and consistently upheld. | ● Values curriculum is embedded across the school and into the personal development curriculum during tutorial.
● Integrate school values into reading choices during form time.
● Safeguard tutor time by limiting interruptions and ensuring consistency.
● Develop a self-reflection checklist in the pupil journal and embed it into responsive teaching strategies during tutorials.
● Link core school values explicitly to the Home-School Agreement.
● Establish a role for Environmental Ambassadors or Eco-Monitors among pupils alongside other leadership roles.
● Provide additional CPD for staff on addressing and challenging discriminatory language effectively.
● Support staff with scripting techniques to embed values consistently in everyday interactions.
● Interventions are in place for pupils that need additional support to understand the school values.
● Rota on corridors to monitored demonstration of school values.
● Consistency tracker for all sanctions and actions - this should include what takes place following a sanction. | LSA, AHI

HOYs

LSA, HAS

LSA, AHI

LSA, AHI

HOYs

LSA, AWA

LSA, AHI

LSA, LDA | *OFSTED SIT (Personal Development and Wellbeing pg. 17-18) A focus on consistently reinforcing values to prepare pupils for life beyond school |

4. A shared culture of positive behaviour is demonstrated consistently every child, every day.

Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
Effective internal provision for pupils that are disadvantaged or have specific identified needs is effective and removes barriers.	i ● There is a reduction in pupils removed from lessons as a repeat referral. ● Internal provision effectively re-engages pupils who have previously self-excluded from lessons, helping them return to learning. ● Pupils and their parents feel supported contributing to a positive and inclusive school experience. ● Internal provision for pupils that are disadvantaged or have specified needs is effective and removes barriers ensuring that disadvantaged pupils access learning in line with their peers.	● Pupils' needs are highlighted in Inclusion meetings and then swiftly followed up with appropriate assessments. ● Specialist Literacy, Numeracy and Speech and Language staff are timetabled to work with the most disadvantaged pupils to improve access to education. ● Ensure intervention staff (SEND, Wellbeing, Behaviour) work collaboratively with class teachers to develop and share high-quality support plans, promoting consistency and effectiveness in meeting pupils' individual needs. ● Embed a robust, routine system for identifying needs early through regular inclusion meetings and review of data. ● Embed and share with parents and carers tiered interventions (universal, targeted, specialist) with clear entry/exit criteria and progress tracking. ● Pupils' needs are identified swiftly, allowing timely and targeted interventions to be put in place to support their academic and personal development.	SJO, JRE, AKR, LSA JRE, LSA JRE, SJO JRE, LSA, HOYs LSA, LDA, HAS	*OFSTED SIT (Inclusion pg. 20-21) Identifying and meeting needs, and removing barriers*

4. A shared culture of positive behaviour is demonstrated consistently every child, every day.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
		● Pre-emptive group identified by HOYs or behaviour points, reading ages, MyConcern referrals, prior attainment and internal assessment. The pupils receive early intervention from internal specialists (SALT, dyslexia, dyscalculia)		
Pupils take pride in attending school on time, especially those who are PP.	● Attendance is sustained above national average with an ambitious target of 95% ● PP (92.84%) pupils' attendance is in line with non-PP (94.53%) ● Reduce sessions of lateness after 9.20am from 0.3% across the school year to 0.1% of total sessions in the school year ● Reduce lateness of pupils after 8.40 by 20%	● Work with parents and carers of those pupils that are persistently absent or persistently unpunctual. Key groups include those from Eastern European and Turkish backgrounds (coffee mornings) ● To continue to engage and work with Bulgarian Centre for Social Integration and Culture (Haringey and Enfield), and Observing educational challenges in Haringey to help support and work with the parents/carers of those pupils in overcoming barriers to punctuality and attendance. ● Regular communications through assemblies, parents evenings and timely interventions to help pupils overcome these issues, and regular invites to parents/carers to meet with the attendance team. ● Continue to embed tracking and	COL, PMO COL COL	*OFSTED SIT (Attendance pg. 15-16) Strategic leadership to secure the best possible attendance.*

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4. A shared culture of positive behaviour is demonstrated consistently every child, every day.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
		monitoring systems through the attendance team. ● Continue to share attendance and punctuality data with form tutors and monitor communications home ensuring key groups receive the necessary support from their key staff ● Work with the Anchor Approach project to focus on EBSA pupils. Case studies to be explored with a focus on Year 10 to be rolled out across the school. ● Track extra-curricular opportunities for PP pupils and EBSA. ● Track extra-curricular opportunities for EBSA pupils ● Establish secure links to each community group through the Friends and Family meeting. ● Flow charts for what is happening at each stage currently. ● SLT training on the DFE Hub and a decision about how this will be used. ● Clear focused plan developed that looks 87-95% and action plan put in place with clear roles and responsibilities - this is brought to one of the morning meetings to follow up on specific pupils.	COL, PMO COL, HOYs COL COL	

5.	Pupils are prepared to be global, resilient citizens who have a sense of belonging to the school and wider community.			
Objective	**Success Criteria**	**Actions**	**Resource/Lead**	**Evaluation/Notes**
Embed a whole school approach to PSHE which positively contributes to pupils' personal development with a focus on: online safety; healthy relationships; mental health and wellbeing; gangs and youth violence.	- A PSHE curriculum map is implemented across all year groups, aligned with statutory guidance and tailored to pupil needs. - Regular pupil voice activities show that at least 90% of pupils feel PSHE is relevant and supports their personal development and contributes to a sense of belonging. - PSHE content is responsive, with termly reviews incorporating pupil feedback and current, contextual issues (e.g. online safety, healthy relationships, mental health, gang and youth violence).	- Review and update the PSHE curriculum map to reflect findings from the recent audit, including the integration of workshops delivered by internal providers with a focus on: online safety; healthy relationships; mental health and wellbeing; gangs and youth violence. - Incorporate pupil voice into the PSHE curriculum for Years 7–10, ensuring that their feedback informs planning and delivery. - Establish clear assessment methods for PSHE and implement a system for tracking pupil attainment across all year groups and responding to this with drop down days or further targeted intervention.	PSHE Lead RMC RMC	*OFSTED SIT Personal development pg17-19 A coherent and inclusive personal development programme*

Develop a Whole-School Leadership Journey Ensure every year group has tailored leadership opportunities (e.g. Year 7 Leaders, Year 10 Peer Mentors), mapped out as a coherent progression from Year 7 to Year 11, including alumni engagement who positively contribute to the school community.	- Clear, published leadership progression from Year 7–11. - Each year group has at least one defined leadership role. - Opportunities build in responsibility and scope over time. 75%+ of pupils engage in leadership roles during school life. Inclusive of all backgrounds and abilities. - Leadership activities show measurable contributions to school culture (e.g. peer mentoring, pupil voice) - Leadership logs or portfolios track pupil involvement. - Participation data monitored for equity. - Alumni contribute to leadership activities (e.g. talks, mentoring). - At least 3 alumni engagement events per year. - Regular celebration of pupil leadership (e.g. assemblies, newsletters) and pupil surveys clearly show that students are engaged in extra curricular opportunities.	- Develop a structured leadership programme for Years 7 and 8, clearly outlining roles and responsibilities. Monitor participation and progress through Unifrog to ensure accountability and progression. - Establish regular, agenda-driven meetings for both year-specific pupil councils and the main pupil council. Ensure meetings are purposeful, with clearly defined actions and outcomes recorded and reviewed. - Implement a formal leadership development pathway for prefects and pupil council representatives, including training, mentorship, and opportunities for impact across the school community. - Relaunch alumni engagement events to build meaningful connections between current pupils and former pupils. - Introduce a dedicated 'pupil Leadership Spotlight' feature in the school newsletter to recognise and celebrate pupil leadership. - Annual review of the programme with pupil/staff input.	HOYS/AKR/COL/LSA COL and DHOYs HOYS/AKR/COL/LSA GWH and SOZ FIZ/COL	*OFSTED SIT Personal Development pg17-18. Broadens pupils' experiences and provides opportunities for them to develop their talents and interests*

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5. Pupils are prepared to be global, resilient citizens who have a sense of belonging to the school and wider community.				
Objective	**Success Criteria**	**Actions**	**Resource/Lead**	**Evaluation/Notes**
Embed pupil Voice into School Culture: Create a visible and structured system for capturing, actioning, and celebrating pupil feedback across assemblies, councils, and platforms.	● A clear, documented system for collecting and acting on pupil feedback is in place. ● Regular, accessible opportunities exist for pupils to share their views (e.g., assemblies, councils, surveys). ● Pupil representation is diverse and all actively engaged. Specific opportunities for pupils that are disadvantaged is in place and they are priority. ● Feedback leads to visible actions communicated to the school community. ● pupil contributions are recognised and celebrated. ● Surveys or feedback show improved pupil satisfaction with their involvement. ● The feedback system is regularly reviewed and improved with pupil input.	● Pupil survey results are collected and reviewed by the Student Council. ● The Council takes appropriate action based on the feedback received. ● A summary of the actions taken is shared with pupils each term "you said, we did". ● Form Reps actively seek student feedback in form time which are discussed in school council meetings. ● Student ambassadors are actively involved in working groups and contributing to feedback. ● Deputy heads of year follow a whole school plan linked to student voice and developing key areas.	COL COL COL Tutors DHOYs DHOYs	*OFSTED SIT Personal Development pg17-19 Leaders listen to, and take account of, pupils' views.* *Safeguarding pg 28-30 Leaders… actively seek and listen to the views and experiences of pupils*

5. Pupils are prepared to be global, resilient citizens who have a sense of belonging to the school and wider community.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
Build behaviour expectations around shared values.	• 100% of tutor groups engage in structured discussions and tutor group activities to define and reflect on shared values. • Behaviour incidents related to respect, environment, or responsibility decrease by a targeted percentage (e.g. 15%) over the academic year. • Pupil ambassadors and peer mentors are involved in promoting and modelling positive behaviours. • Termly review with pupils and staff ensures expectations remain relevant and consistently upheld.	• Co-develop, with pupil input, a shared vision of positive behaviours (e.g. movement, environment, pride in work) linked to global citizenship and respectful community membership. • Promote shared school values through assemblies and tutorial sessions, with delivery and impact monitored as part of regular learning walks. • Launch value descriptors with Years 7 and 8, incorporating Assessment for Learning (AfL) activities to ensure understanding and engagement. • Continue to embed the 'Anchor Approach' through alignment with policies and scripting using the school's shared values to reinforce consistency in language and behaviour expectations. • Use regular behaviour and safeguarding reports to monitor incidents of bullying and self-exclusion, ensuring timely interventions and targeted support where needed.	HOYs/Tutors AHI/HOY 7 & 8 LSA/HAS/AKR AKR	*OFSTED SIT Behaviour and Attitudes page 12*
	• 100% of pupils are offered access to at least one enrichment or support opportunity each term.	• Map provision to highlight and close gaps for SEND and PP pupils in	COL/JRE/LSA	

5. Pupils are prepared to be global, resilient citizens who have a sense of belonging to the school and wider community.				
Objective	Success Criteria	Actions	Resource/Lead	Evaluation/Notes
Ensure equitable access to enrichment and support.	- Participation data is monitored and analysed by key groups (e.g. FSM, EAL, SEND, PP) to identify and close gaps. - Targeted outreach ensures at least 90% participation from underrepresented or disadvantaged pupils. - All enrichment opportunities are cost-transparent, with financial support or subsidies available where needed. - pupil and parent feedback shows 85%+ satisfaction with accessibility and impact of enrichment and support.	leadership, enrichment, and literacy support. - Audit current provision and list all available opportunities and cross-reference with class and year group lists. - Ensure tracking systems evaluate equity and impact. - Access is tracked on unifrog and disadvantaged pupils - Clubs and opportunities are logged and tracked on Evolve. - Communicate success stories to show the value and impact of enrichment and keep parents/carers up to date each term of the clubs and enrichments opportunities on offer.		*OFSTED SIT Personal development pg17 The programme of wider opportunities is expertly designed and balanced.*